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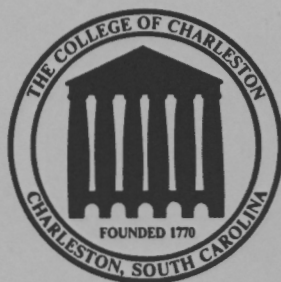
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ANNUAL REPORT
OF
THE COLLEGE
OF CHARLESTON
TO THE
GENERAL ASSEMBLY

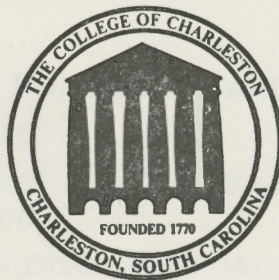
JULY 1, 1977 — JUNE 30, 1978



**PRINTED UNDER THE DIRECTION OF THE
STATE BUDGET AND CONTROL BOARD**

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Nancy H. Glass	<i>Statistician</i>
Paul Smith	<i>Director of Computer Services</i>
Vacant	<i>Director of Planning</i>

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Christine Reed *Special Activities Assistant*
Jerry J. Nuss *Assistant Vice President, Personnel*
Edward M. Tracy, Jr. *Director of Communications and
Safety Management*
Gordon Knight *Internal Auditor*

INSTITUTIONAL ADVANCEMENT

Vacant *Vice President of Institutional Advancement*
Lindsay Hale *Director of Development*
George A. Morgan *Assistant Vice President,
Faculty Research and Grants*

PUBLICATIONS

The following documents were published by the College:

College of Charleston *Bulletin* (the college course catalog)

College of Charleston *Student Handbook*

College of Charleston *Graduate Programs in Elementary
Education and Marine Biology*

College of Charleston *Evening School Program*

College of Charleston *Summer Program*

College of Charleston *Directory* (addresses and telephone
numbers)

Student Publications: *The Comet* (yearbook), *The Meteor*
(newspaper), *Xanadu* (literary magazine)

College of Charleston *Newsletter* (for the Alumni and Friends
of the college)

Invitation to Excellence (general information pamphlet)

Speakers Bureau brochure

FISCAL YEAR 1977-1978 ORGANIZATION CHANGES

The following positions were established:

Vice President for Administration

Vice President for Institutional Advancement

Assistant Vice President for Data Processing

Director of Planning

Coordinator of Special Events

Internal Auditor

CHANGE IN AGENCY HEAD

On June 30, 1978, Dr. Theodore S. Stern retired from the Presidency of the College, a position he had held for ten years. It was during his presidency that the College of Charleston became part of the state college system, a publicly supported institution of higher education with the status of a state governmental agency.

Since becoming a state-supported college in 1970, the campus has grown from approximately 7 acres to currently over 21; the enrollment from 1,040 to 5,193, the faculty from 52 to 192, the course offerings from 329 to 894, and the staff from 72 to 381.

The Board of Trustees announced on May 23, 1978, their selection of Dr. Edward M. Collins, Jr. as the 17th president of the College of Charleston.

STATUTORY AUTHORITY

By Section 10 of Part III of an Act bearing Ratification No. 1050, enacted at the 1970 Session of the South Carolina General Assembly, approved by the Governor on April 2, 1970, the State of South Carolina acquired all property of the College of Charleston and assumed the operation of the College as a state-supported institution of higher learning, its governing board to be the State College Board of Trustees, created by Act No. 353 of 1969 (Trustees).

THE BOARD OF TRUSTEES

The Board of Trustees of the College of Charleston is composed of sixteen members, appointed by the Governor of the State of South Carolina with the advice and consent of the South Carolina Senate. One member represents each of the sixteen judicial districts of the State. The official title of the Board is the South Carolina State College Board of Trustees.

SOUTH CAROLINA STATE COLLEGE
BOARD OF TRUSTEES

F. Mitchell Johnson, *Chairman*

Joe E. Berry, Jr., *Vice Chairman*

C. Calhoun Lemon, *Vice Chairman*

Fitz-John C. McMaster, *Vice Chairman*

Sara V. Liverance, *Secretary*

James A. Rogers, *Chairman Emeritus*

Term Expiring June 30, 1979

J. I. Washington, III, Orangeburg, S. C.	1st Judicial Circuit
Edward S. Ervin, III, Sumter, S. C.	3rd Judicial Circuit
Joe E. Berry, Jr., Columbia, S. C.	5th Judicial Circuit
Ellen Carter Watson, Spartanburg, S. C.	7th Judicial Circuit
F. Mitchell Johnson, Charleston, S. C.	9th Judicial Circuit
John E. Johnston, Jr., Greenville, S. C.	13th Judicial Circuit
Nathaniel Kaminski, Jr., Georgetown, S. C. ..	15th Judicial Circuit

Term Ending June 30, 1981

C. Calhoun Lemon, Barnwell, S. C.	2nd Judicial Circuit
Allard A. Allston, Darlington, S. C.	4th Judicial Circuit
Fitz-John Creighton McMaster, Winnsboro, S. C.	6th Judicial Circuit
Caroline Beaver, Greenwood, S. C.	8th Judicial Circuit
Sara V. Liverance, Anderson, S. C.	10th Judicial Circuit
J. Howard Stokes, Florence, S. C.	12th Judicial Circuit
John M. Trask, Jr., Beaufort, S. C.	14th Judicial Circuit
Eleanora R. Richardson, Union, S. C.	16th Judicial Circuit

HISTORY

Although founded in 1770, the College of Charleston began its corporate existence March 19, 1785, with classes beginning July 3, 1785. In 1794, the first degrees were conferred and in 1837, it formally became the first municipal college in the United States. The College of Charleston became a coeducational institution in 1918.

Rich in tradition and history, the College's graduates enjoy national prestige in countless areas of public life. Among its distinguished alumni, the College of Charleston lists such men of letters as James DeBow, Paul Hamilton Hayne, Ludwig Lewisohn, and Edward McCrady. Other alumni who have figured prominently in

this country's political history include: Mendel J. Davis, U. S. Congressman; James B. Edwards, Governor of South Carolina; John C. Fremont, explorer and Presidential Candidate; Joseph E. Jacobs, Ambassador; Burnet R. Maybank, Mayor of Charleston, Governor of South Carolina, and U. S. Senator; L. Mendel Rivers, U. S. Congressman; and Ferdinand A. Silcox, Chief Forester of the United States.

Other alumni who have made indelible impressions in other fields of endeavor include: Frank Blair, network news commentator; Frances Ravenel Smythe Edmunds, Preservationist; William S. Gaud, Executive Vice-President of the International Finance Corporation; Dr. Webb E. Haymaker, Senior Scientist and Director, Life Sciences, NASA; Wendell M. Levi, Attorney, Author, Horticulturist and Ornithologist; Josephine S. Pinckney, Authoress; Edward L. Powers, Geneticist and Zoologist; Herbert R. Sass, Author; Paul E. Scherer, Theologian; Forsythe Sherfesse, Financial Advisor to the Chinese government and Forester; and Albert Simons, Architect and Author.

On July 1, 1970 the College of Charleston became part of the higher education system of the State of South Carolina and has entered into a new phase of history. As a state agency, the College has expanded and provided new majors and course offerings to better serve the students, the community, and the state. Its growth has been far more rapid than any experienced in the past.

The College's accreditation was reaffirmed in 1975 by the Southern Association of Colleges and Schools. It is an equal opportunity institution.

PURPOSE

Until July 1, 1970, Charleston was without a state-supported, general purpose college open to students of both sexes. The purpose of the College of Charleston is to bring a varied and well balanced higher education program within the reach of all qualified students in the region and the state. Although every county in the state is represented in its student body, the great majority are from the commuting area. Its purpose as an institution is to provide an expanded range and quality of academic programs, at a cost corresponding to that of other state-supported colleges.

The program of the College will continue to be oriented to instruction in the Arts and Sciences on the undergraduate level. Post-graduate programs will be restricted to the Master's degree level

and limited to carefully chosen and developed fields of local need. The College participates in graduate instruction as authorized by the Commission on Higher Education.

In the past, without the existence of a state-supported institution, 70% of the high school graduates of the local area terminated their formal education. It has been one of the purposes of the College to narrow and ultimately close the educational gap for Charleston and the low country area. Recent figures indicate some success in this endeavor although the percentage of high school graduates who are able to attend a four-year senior institution is still higher elsewhere in the state.

The enrollment growth in the past six years provides a measure of the success in this massive undertaking. The continued status as one of the fastest growing South Carolina senior colleges in a time when many colleges are dealing with decreases in enrollment indicates that the College still does not have all the facilities and resources necessary to serve all of the low country citizens.

At its bi-monthly meeting held in Florence, S. C. on Wednesday, January 16, 1974, the State College Board of Trustees approved the following *Statement of Purpose* for the College of Charleston:

"As a General Purpose College:

To provide a comprehensive program in the arts and sciences, and such complementary programs as education and business administration, leading to the baccalaureate degree for students whose prior academic training and performance indicate the potential for success at the College of Charleston.

To provide programs leading to the Master's degree which are consistent with the geographical location and the resources of the College of Charleston and the needs of the state and the community.

To provide a comprehensive program of continuing education and cultural, social and recreational services for residents of the low country and the state, insofar as these services are consistent with the College's primary academic purpose. To afford to the state and the community the advantages and benefits of the professional expertise of its faculty to the extent feasible and appropriate to an institution of higher learning. To encourage research and insofar as possible to provide an environment within which faculty members may make a contribution to the search for knowledge."

In addition to this stated purpose, the College established annual goals with specific tasks or objectives to achieve these annual goals. In 1977-1978 the organizational goals and specific objectives were stated as follows:

A. STRESSING THE PRIMACY OF QUALITY EDUCATION

1. by defining a Masters of Fine Arts degree program for implementation in September 1979
2. by defining a Computer Science degree program for implementation in September 1979
3. by defining and implementing an expanded honors program
4. by expanding and funding a strong faculty development program
5. by giving full support to all Charleston Higher Education Consortium graduate programs
6. by implementing a departmental evaluation of academic programs
7. by re-evaluating the humanities component of the general education component
8. by reinforcing efforts in the improvement of students' basic academic skills
9. by increasing the participation of seniors in competition for national fellowships and graduate school awards
10. by expanding the study abroad program within a statewide consortium for foreign study
11. by defining a summer language program for gifted students of foreign language
12. by implementing the 3/2 programs in engineering, chemistry, and biometry
13. by introducing the mini-computer in program offerings
14. by monitoring more effectively the academic progress of veteran students
15. by reinforcing efforts in instructional improvement and undergraduate research
16. by encouraging student organizations to have some educational programs in their schedule of activities: lectures, panel discussions, debates, etc.

B. STRESSING A MORE PERSONAL COLLEGE

1. by focusing on student retention.
2. by reviewing the Orientation program for new students and extending it into the school year
3. by supporting and strengthening the faculty-mentor program

4. by implementing a student leadership training program
5. by expanding career day, career workshop, and placement opportunities
6. by continuing the operations of the College of Charleston Club
7. by improving the interpersonal attitudes of campus personnel
8. by improving the effectiveness of campus services: mail, telephone, food, safety, counseling, college skills, and plant maintenance
9. by improving general campus communications: student newspaper, bulletin boards, alumni newsletter, mail, campus calendar
10. by defining and implementing a monthly television program and weekly radio program involving faculty in their fields of interest and expertise
11. by assisting individuals in overcoming barriers and problems perceived or real, that hinder their achievement as students or employees
12. by supporting the right of equal educational and employment opportunities
13. by developing a more supportive and acceptable environment for persons who are culturally different
14. by increasing the college community's awareness to the concerns of the handicapped
15. by recruiting individuals, both faculty and students of diverse racial and socio-economic backgrounds, who can contribute to and benefit from the College's standards of excellence

C. STRESSING THE COMMUNITY SERVICE ROLE OF THE COLLEGE

1. by expanding the promotion of Continuing Education and Summer School programs through media coverage and telephone and mail registration
2. by developing certificate competency based programs
3. by developing and strengthening educational out-reach programs: week-end college, executive training, and public affairs programs, and the mini course offerings
4. by expanding the Continuing Education Program at the Naval Base
5. by promoting the establishment of an Arts Council of Charleston for the purpose of improving communications and coordination of all the Charleston Arts events

6. by strengthening of the career internship and co-op education programs
7. by reinforcing the Upward Bound program
8. by reinforcing community efforts to produce Spoleto
9. by strengthening efforts in community services projects such as the Drug Abuse Program
10. by improving faculty and staff participation in the United Way
11. by improving the relationship between the College and the black community to encourage more involvement by each in mutual concerns
12. by strengthening the Early Childhood Development Center programs and expanding a training program for day care paraprofessionals
13. by encouraging the volunteer services of students with local agencies
14. by improved intermeshing of campus activities through the Coordinator of Campus Events
15. by promoting and supporting civic activities including participation in service clubs
16. by intensifying the efforts in minority recruitment
17. by the publishing of a Speakers Bureau Directory and a Spring Preview brochure
18. by informing the public of programs open to all in the community
19. by publicizing the availability of physical facilities for academic, cultural, and leisure pursuits
20. by producing more public service announcements
21. by acting as a resource/referral source to community persons and groups seeking information about the College (admission or employment) or seeking expertise from faculty or staff
22. by developing enrichment programs for alumni

D. STRESSING THE IMPROVEMENT OF THE FINANCIAL MANAGEMENT OF THE COLLEGE

1. by developing a long range (5 year) financial plan
2. by managing limited resources more economically
3. by conducting periodic management and financial audits of College services and operations
4. by establishing a systematic job audit timetable to review the staffing needs of the service areas and all classified positions

5. by striving for less sophistication in construction of physical plant facilities when acceptable and significant cost savings might be realized
6. by upgrading the College's preventative maintenance program to improve efficiency and economy
7. by implementing a program for measuring and reducing utility costs
8. by developing an on-line information system for all personnel records
9. by improving the key control system for all major buildings to provide more security and control
10. by increasing significantly the average gifts and by increasing the number of contributors
11. by developing a integrated student billing and cash receipts system
12. by careful budget planning and control
13. by controlling building maintenance costs

E. STRESSING THE CONTINUED DEVELOPMENT OF THE COLLEGE CAMPUS

1. by completing construction of Craig Residence and Cafeteria
2. by completing construction of the Fine Arts Center
3. by extending the underground utilities system
4. by beginning construction of the New Residence Hall
5. by beginning construction of the Education Center
6. by maintaining and enhancing the landscape program
7. by making plant alterations to comply with regulations governing the physically handicapped
8. by site development for parking at 71 Coming, 50 Pitt, 93-97 Coming, and 110 Wentworth Streets
9. by modifying the College Lodge to make it suitable and secure for women students
10. by repairing and painting 12 historic houses
11. by renovating the Sottile Auditorium, the Porter's Lodge, and 44 St. Philip Street
12. by purchasing facilities currently leased
13. by preparing housing sites on Fort Johnson for undergraduate Marine Science program
14. by proceeding with the architectural design of the new Physical Education Center

15. by proceeding with the architectural design of Off Campus Outdoor Activities Facility
16. by developing a building program statement for the Science Center addition

ACADEMIC AFFAIRS

An institution's most important quality is the *dynamics* it expresses, i.e., the energy it generates and the impact it exerts in the direction of attaining its goals. In institutions of education, we recognize this quality as life sustaining and as vital in communicating knowledge, creating knowledge, maintaining and enhancing culture and its heritage, and extending the human strengths and insights of past generations to the next generation. We recognize also that the whole is more than the sum total of its parts, but each part must embrace the goals of the whole in order that the dynamics of the whole might become what it could and should be. Simply stated, every element of a college and university must be synchronized and charged up to carry out the responsibility it holds for the success of all other elements; every element and its persons must be a resource to every other element and the persons in it; every element must be a microcosm of the whole, committed fully, not marginally, to a political model characterized by a win-win or lose-lose philosophy, i.e., when one element (department) wins, we all win; when one element loses, we all lose. Maybe this is "dreaming the impossible dream", but what is happening among the faculty of the College of Charleston bears witness to the possibility of such a dynamic.

What happened in the Physics Department this past year is exemplary of what's happening in many departments in mood, attitude, productivity and outreach.

The Physics Department has worked to insure that its students receive the best possible education in physics and astronomy. We have tried to improve ourselves as scientists. The activities and accomplishments of members of the department pertinent to the attainment of our goals and those of the College are indicated below:

In classroom activities we have continued to devote ourselves to dynamic and innovative teaching. Several members of the department have used video tapes of their lectures to improve their classroom techniques. Laney Mills obtained a College of Charleston Summer Research Grant to spend three

weeks in San Francisco with Paul Hewitt, probably the best classroom teacher in physics in the country. During these three weeks, Laney observed Dr. Hewitt and participated in his classes. In the fall semester, Laney plans to put into effect some of the things he learned as well as provide seminars for the other members of the department.

Much of our efforts in improved teaching has been on our Local Course Improvement (LOCI) Grant, headed by Bob Dukes and Bill Kubinec. This grant involves production of twenty single-concept video tapes for astronomy and revision and development of astronomy labs. The grant projects are to be completed during the 78-79 academic year.

In order to help students in Introductory Physics improve their problem solving techniques, we scheduled extra sessions dedicated to problem solving. These extra sessions are an indication of the dedication of the members of the Physics Department to the improvement of instruction.

In college wide activities all members of the department participate in campus wide activities. Everyone serves as a mentor. All department members took part in the fall faculty retreat, planned and administered in part by Bill Kubinec and Laney Mills. Bob Dukes and Fred Watts (with Mary Boyd, Peter Rowe and George Morgan) planned and helped carry out the Individualized Instruction Workshop conducted in May. Four members of the department attended this workshop. Bill Kubinec again served as coordinator of the Science Seminar Series and has been involved in the planning of two college wide grant applications. Five members of the department served on one or more faculty committees. We hosted the Zone V Society of Physics Students Conference and held an open house for high school students (attended by 200 students).

In off campus activities to keep current in physics and astronomy, we attend as many conferences, workshops and seminars as possible (16 in all). We also do research and present papers at regional and national meetings (10 in all). In addition to the papers presented at professional meetings, members of the department presented twenty-nine talks, radio and TV interviews to local groups. In participating in these programs members of the Physics Department spent in excess of \$2400 of their own funds.

Again this year Laney Mills served as Executive Secretary to the South Carolina Junior Academy of Science and has been appointed to the National Committee of the American Junior Academy of Science. He is also the College of Charleston representative to the Academic Review Board of the Sea Education Association and in this capacity he was responsible for all local arrangements for the May visit to Charleston of the research vessel, "Westward". Bob Dukes served as a grant reviewer for the National Science Foundation. During the entire academic year Don Drost was on leave and was Dean of the Sea Education Association, Woods Hole, Massachusetts. He also held an adjunct appointment to the faculty of Cornell University.

The Physics Department plans to continue both collectively and individually to devote our time and energy to improving ourselves as teachers and scientists. Below are some of the plans we have for accomplishing this improvement.

Completion of the video tapes and labs under the LOCI grant will be accomplished this year. This will involve all members of the department. Bill Lindstrom is working on a grant proposal through the Center for Metropolitan Affairs and Public Policy with the cities of Charleston and North Charleston and Charleston County. Also proposed is a City-College energy conservation program, with Bill as co-director, consisting of a public education arm and a developing energy conservation program for the local governments. When funded, this proposal will also provide undergraduate research opportunities. Laney Mills will conduct seminars on physics teaching for the department and other interested colleagues to try to pass on what he learned during his three weeks in San Francisco with Dr. Paul Hewitt. Tentative plans are being made to turn room 104 in the Science Center into a Physics Learning Center. The room will consist of individual study areas, a computer terminal, space for long term lab projects and a testing area for self-paced astronomy. A soon-to-be purchased portable planetarium dome (\$2000) will be used to improve our astronomy program. The projector for this planetarium has been donated to the department. This planetarium can also be used for local school groups and other groups with an interest in astronomy.

In addition to the specifics listed above, we will continue to be participants in activities both on and off campus which will

lead to improvement in the overall scholarship and learning experience at the College of Charleston.

Another example is seen in the efforts expended this year to re-examine the general education humanities program, assisted by Peter Clecak of the University of California at Irvine through a grant from the National Endowment for the Humanities. This undertaking involved the time of chairpersons of the departments of History, English, Philosophy and Languages, along with several faculty members in humanities, the social sciences, the fine arts, the natural sciences and selected students. Many excellent program suggestions surfaced, each focusing on the need to inter-relate knowledge, to share strategies among the different academic disciplines, and to correlate the humanities skills with the vocational pursuits of students so as to better insure life-long interest in the humanities. Our consultant concluded his observations with this statement—"Indeed, the bulk of the ideas in this report were gleaned from discussions with people at the College of Charleston. They have a wealth of ideas. The central problems are finding the time and creating the structures through which their ideas can be expressed, debated, refined and tested—I would press two recommendations: first, the need to create more faculty time by making the instructional effort between 20 to 25% more efficient; and second, the need to establish something like a humanities institute, an extradepartmental clearing house in which the cooperation of faculty across disciplines could be facilitated. If these measures were adopted, the collective intelligence of this excellent faculty and administration would be brought to bear in a concentrated fashion on the range of curricular problems and possibilities confronting the College of Charleston."

In the same section of his report he adds—"I am impressed by the interest in independent study, workstudy and experiential learning, and international study. These seem useful pedagogical devices for linking the student's conception of himself and his deepening interest in questions involving the humanities, sciences, and social sciences. They should be explored in depth with a view to making them integral parts of the general educational curriculum."

Incidentally, this study is closely related to a similar humanities study being conducted under an NEH grant to the Medical University of South Carolina and in which several members of the College of Charleston staff are cooperating as advisor-consultants.

A third example demonstrates the same dynamic of cooperative and interactive engagement. The College of Charleston's Center

for Metropolitan Affairs and Public Policy in conjunction with the Charleston Higher Education Consortium and the University of South Carolina now jointly offers a Master's Degree in Public Administration with a concentration in Urban Public Affairs. The program has an interdisciplinary Urban Studies focus which includes humanistically-oriented courses (e.g., Man and the City, Ethics and Public Policy) as well as other courses centering on urban issues (housing, environmental quality, health, transportation, development, economics, social welfare). The major emphasis is on local governments. Some of this Fall's entering candidates for the MPA degree are full time graduate students, but most will be part time because they work full time at professional positions in the public sector. Many of the 2650 professionals employed in low country governments need in-service graduate training for professional development and advancement. Thus, this joint program which integrates expertise in public administration, economics and business, geography, political science, psychology, sociology and health serves the need for upgrading and preparing public employees of the State's metropolitan areas and at the same time serves to supplement the University of South Carolina's Master's Program in Public Administration by adding to it an urban studies and local government concentration.

Indicated by these examples is the fact that there is fast developing at the College of Charleston a dynamic of cooperation, support, productivity and outreach among capable faculty who represent different areas of specialty and who are coming to regard themselves and each other as indispensable resource persons to the ends they strive to attain.

Other items worthy of note are accounted for in what remains of the academic section of this report.

Faculty Development

The faculty received a \$91,000 grant from the Lilly Foundation in support of its efforts in faculty development, i.e., support for retooling, refining and extending a professor's competencies, for nurturing his or her personal development, and for instructional improvement. Specifically, the Lilly grant will provide the financial support to expand and strengthen the instructional improvement aspects of next year's faculty development efforts. This year in this area the following programs were implemented:

- (a) A two-day workshop on Adapting Instruction to Individual Students sponsored by the College and the Southern Regional

Education Board was attended by about 30 faculty from the College and 11 from other colleges in South Carolina. The workshop leader, Dr. S. N. Postlethwait from Purdue, was assisted by four of our faculty members who had earlier attended his NSF-sponsored workshop.

- (b) The Faculty Retreat, attended last fall by about half the faculty, focused attention on the college-wide concern about and responsibility for student writing.
- (c) About 15 faculty maintained and focused their interest, kindled by a workshop last year, on improving student reasoning. They met several times, assisted in a preliminary proposal to FIPSE, and are currently planning courses for an experimental freshman program which they hope will begin in 1979-80.
- (d) An NSF Local Course Improvement Grant was obtained for the development of computer modules for the calculus and linear algebra courses. This grant in conjunction with an instructional equipment grant for 12 terminals enables the project director, Brian Wesselink, and the College to move ahead on full utilization of the instructional mini-computer purchased last year.
- (e) The National Endowment for the Humanities consultant, Peter Clecak, made three week-long visits to the campus to discuss the general education humanities program with faculty and staff.
- (f) A biweekly seminar on issues in higher education was held throughout the Spring with several sessions devoted to discussion of Dr. Clecak's report.

The Lilly Grant will enable us to expand the above activities plus develop several new ones such as outside evaluation consultants, a summer seminar for new faculty, and training of department chairpersons to work with young faculty. Support will also be provided for the development of interdisciplinary perspectives to teaching and for internships and exchanges with the business and professional community.

Fifteen faculty members were awarded mini-grants by the College of Charleston Foundation for personal research: twelve were awarded grants from such sources as the American Philosophical Society, the U. S. Office of Education, the National Endowment for the Humanities the American Council of Learned Societies, the U. S. Department of Energy, the Southern Regional Educational

Board, the National Science Foundation, Sigma Xi, the Society for Values in Higher Education, the National Association of Public Administrators, the Social Science Research Council, the NOAA Sea Grant Program and the S. & H. Foundation; eleven were partially funded by the National Science Foundation to attend Chautauqua-type courses.

Members of the faculty produced 85 publications, including three texts; made 68 presentations at national, regional or state meetings; produced, gave or exhibited 30 plays, concerts or art shows; attended 175 national, regional or state professional meetings.

Retention Study

Without going into the specific results or recommendations of this extensive study, it became obvious that a more successful retention program will require: 1) a realistic orientation of students (including parents) concerning their strengths and weaknesses; 2) an in-depth diagnosis of strengths and weaknesses, including work commitments (a little work seems better than no work at all or too much work); 3) a better matching of strengths to course choices; 4) a more rapid exclusion of students who cannot or will not succeed; 5) a renewed confidence in the quality of the College's program and an acceptance of the fact that improved retention, if pursued carefully, is possible without decline in quality.

Library

<i>Year</i>	<i>Library Holdings Number of Volumes</i>	<i>Number of Periodicals</i>
1971-72	40,650	400
1972-73	78,865	630
1973-74	105,585	1,260
1974-75	134,330	1,400
1975-76	164,000	1,850
1976-77	183,439	1,952
1977-78	192,000	1,952

In addition to the above number of volumes, the collection of the Marine Resources Library on Fort Johnson has increased by 2,024 volumes and now totals 8,388 volumes.

In March, in conjunction with the Office of Continuing Education, the Library sponsored the first Southeastern Conference on Bibliographic Instruction. Over 180 participants from 18 states and one foreign country attended. As a result of numerous requests it is being repeated next year.

For the first time a comprehensive inventory of library materials was undertaken. The data from this inventory will be of great value to our assessment and improvement of the collection.

Duke University-College of Charleston Islamic and Arabic Development Studies Program

This new program began in January, initiated by Duke University with the Saudi Arabian government. Under the arrangement, Saudi Arabian students who are accepted to graduate study in political science at Duke University are enrolled for one or more years at the College of Charleston as undergraduate students in political science. Through this cooperative undertaking the College increases its foreign student enrollment, receives selected volumes for its library, and has available to it ten visiting experts as lecturers.

Maymester

The Maymester, a three week period of study immediately following the Spring semester, is designed to provide faculty and students the opportunity for an uninterrupted and intensive investigation into subjects which particularly draw on their interests. In addition to regular courses, the Maymester includes a variety of new offerings and permits the opportunity for testing new approaches.

Last year enrollments doubled over the previous year and this year increased 20% over last year. Courses and programs were offered such as Charleston Architecture, New Venture Creation and the Entrepreneur, Tourism, Educational TV, Theatre Arts, Plantation Life in the Old South, The American Revolution, Music in Charleston-Spoleto USA, Aviation and the Space Program, Developing Countries: India and Pakistan, Politics of Revolutionary Change, Nonverbal Behavior, Police in Society, Statistics.

International Students and Study Abroad

Forty foreign students attended the College. They were from Austria, Canada, Chile, Denmark, Dominican Republic, England, France, Germany, Hong Kong, India, Iran, Japan, Korea, Nigeria, Peru, Saudi Arabia, Sweden and Vietnam.

During Maymester, twenty-five of our students joined Professor Andree Cochelin-Parrott in a special study abroad program in France.

A substantial increase in interest in foreign travel, study and employment was noted among regular students of the College. As an indication of this increase nearly $2\frac{1}{2}$ times as many requests for International Student Identification Cards (issued by the Inter-

national Programs Office) were filled in 1977-78 than in the preceding year.

Summer School

The College of Charleston conducts regularly two summer terms of five weeks each, during which time a wide range of regular courses are offered. This summer a total of 2107 (including Maymester) were enrolled, representing a 4% increase mostly from the increase in Maymester. The second semester's enrollment of 1270 compared favorably with 1273 enrolled the previous year.

Continuing Education

This year is the second year of significant growth of the Continuing Education program, particularly in two areas: non-credit offerings and grants/projects awards. The number of non-credit offerings was up only slightly (77 to 81), but the number of participants more than doubled (1515 to 3396). Thirteen grants totaling \$374,344 were received for such programs as Upward Bound, Universities Affiliate Facilities, the Diagnostic Center, Early Childhood Intervention, Urban Affairs, training of paraprofessionals for Early Childhood Centers.

Credit non-degree students increased over the previous year by 10% (1505 to 1691) and the total student credit hour production was up by about the same percentage.

Beginning in January, the Office of Continuing Education offered undergraduate courses and non-credit workshops at the Charleston Navy Base. This program was established to serve military personnel, their dependents and civilian employees of the base. Admission and degree candidacy requirements are the same as on campus. Classes are held on the basis of two nights a week for seven weeks, meeting from 5:00 p.m. to 7:45 p.m.

Internships

Career Development Internships were selected as the main developmental effort in experiential education programs. Similar in format to the Governor's Intern Program, these programs provide for juniors and seniors up to 15 hours per week of wage employment in positions with a high potential for curriculum-related exploration and work experience. The community response has been positive, best symbolized by the inclusion of internships in both city and county budgets this year. Some positions have been non-paying and are of a volunteer nature.

These internships have met important student needs for money, for career exploration, and for applying theory in a work setting. The fact that they can distract from studies is a problem. It is difficult to study five or six different courses and also pursue a serious learning agenda in a work setting. At present the Urban Studies Internship Seminar is the only readily available means for combining a seminar with 15 hours of work per week for academic credit. It would be good if this practice could be extended to other departments.

Individualized Learning Program

In September, Drs. Virginia Benmaman and Suzanne Moore initiated an Individualized Instructional Program in Spanish. There are several aspects of such a program that are different from the standard classroom format. As the title of the program implies, the student is able to learn Spanish at his or her own best pace rather than at one set by the instructor. One may complete an ILP course (Spanish 103, Spanish 104, Spanish 203) at the rate one's time and effort permit, i.e., a student may finish a course before the end of a regular semester or he or she may have a maximum of 21 weeks in which to complete the course. Several interim deadlines are determined for each course and are designated in a student's contract. Courses are divided into a series of learning sections called modules. The ILP student is required to master the material in each module at a level of at least 80%. Mastery also means that the student must complete all of the work on the module before he or she begins the next module. Three semester hours of credit are awarded for each ILP course completed. Too, a student may receive one of four possible grades: A, B+, B, or F. Work done below the B level of mastery simply does not count.

Approximately 100 students pursued Spanish through this alternative approach to the study of languages. The effectiveness of the approach will be determined through evaluations completed this coming year.

The Governor's School

The third Governor's School program was conducted on the campus from June 25 to August 5, 1978. From approximately 700 pre-screened nominees submitted by public and non-public high schools from throughout South Carolina, 283 were selected to participate in this six week summer honors program for gifted and talented rising high school juniors and seniors.

In the program, Governor's scholars pursue 1) an academic discipline in which they have shown special interest and aptitude; 2) a seminar in which they explore ethical and moral values as they relate to key issues of our times; 3) a career development program designed to assist the individual to center on himself/herself to discover special interests, abilities and talents; 4) enrichment opportunities including sports and recreation, cultural excursions in the Charleston area, guest speakers and performers, film programs, creative activities in drama and music, and social activities.

A preliminary survey of evaluations indicate that these students generally feel they have been able to gain considerable insight into their current specialized interests, to explore their personal values and those of the society in which they live, to develop greater precision in the articulation of these ideas and opinions, to become more tolerant of others, to enjoy the exhilarating company of other talented young South Carolinians, and, most importantly, to begin to outline a coherent plan of their personal and intellectual development.

Mini-Computer

Last Spring the College purchased a PDP 11/60 mini-computer designed for instructional use. This system supports terminals in classrooms and in various locations where students will have easy access. Sixteen terminals have been placed. The College is committed to the development of modules and widespread student use in all disciplines. Members of the Mathematics Department have been instrumental in training faculty from the other disciplines and in supervising the installation and operation of the system. This provides new opportunities in instructional program development.

Honors Center

The establishment of an Honors Center is essential to the tone and spirit of the curriculum. Without it the atmosphere we hope to promote will be severely jeopardized. It is an attempt to recognize the disparity among students and an admission that all of them should not be required to follow the same pattern. The presence of such a program would give impetus to learning throughout the College.

Clearly, the Honors Center is for gifted students. There are already some gifted students at the College of Charleston and more of them are likely to be attracted by the implementation of the

program. We recognize that this will take additional funding, but the Honors Center is the principal way we propose to make exceptions for exceptional students. Funding for such a center/program is under way.

STUDENT AFFAIRS

Financial Assistance and Veterans Affairs

The basic philosophy of the Financial Assistance Office is to provide the financial means needed by qualified students to attend the College of Charleston. Programs include the federal ones entitled the Basic Educational Opportunity Grants, the Supplemental Educational Opportunity Grants, the National Direct Student Loan Program, the Work-Study Program, Veterans Benefits and the endowed College funds providing scholarships and loans. In addition, students receive awards from outside organizations. Approximately 2,000 students were assisted through this office, and of these about 800 were aided from College funds and those of outside organizations.

The office published a new folder, "A Student's Guide to Financial Aid." This publication was prepared to improve the dissemination about financial aid to all interested parties.

At the beginning of the 1977-78 school year the total enrollment of veterans was 383, which represented an increase above the 339 veterans enrolled in the Fall of 1976.

Student Health Services

The College of Charleston provides an on-campus Health Service to promote and maintain optimum health of students while attending the College. The service provides routine office care and the services of a physician and a nurse at no charge to the student on a 24 hour a day, seven days a week basis.

During the year a total of 7,788 patient visits were made to the Student Health Office compared to the previous year's total of 7,084. The Director of Student Health Services, a physician, is employed on a full-time basis and has continued to develop special programs on specific health problems, systematic campus health inspections and an increase in health education activities.

Residence Halls

In the Fall of 1977, the Residence Halls were expanded from 1,174 beds for students of the preceding year to a total of 1,258.

This included 51 temporary triplets in Buist Rivers and 42 beds contracted from the Francis Marion Hotel. Therefore, at the beginning of the Fall Semester, 1977, residence hall occupancy level was 104%. The new addition to Craig Dormitory was completed for use in the Spring Semester and permitted the triplets in Buist Rivers to be virtually eliminated. For the third consecutive year there were more students desiring space in the residence halls than the College had space in which to accommodate them. A waiting list exists.

The College furnishes a bed with a mattress (twin size beds), a chest of drawers, a desk and a chair.

Residence Hall Counselors and staff working with the Director of Residence Life, plan and maintain an active residence hall program and conduct periodic inspections of rooms for sanitary and safety conditions, unauthorized property, and damages to property in order to properly maintain College facilities and to help make dormitory life pleasant and conducive to study.

This year a representative from the maintenance department assisted the residence counselors with the room inspections. This proved to be very beneficial as maintenance problems were able to be detected much earlier and dealt with before minor problems became major expense items.

There was extensive summer usage of the dormitories including Spoleto performers, Summer Orientation students, Governor's School students, Upward Bound students and of course, regular Summer School students at the College.

Campus Minister

Under the leadership of the Campus Minister the program offered by the denominational chaplains has experienced good and constructive growth. The Religious Activities Council continues to meet regularly throughout the school year and sponsors a number of programs such as receptions for students and offering ministerial services to College students. The Campus Minister is concerned with (1) a ministry of care, (2) a ministry of counseling, and (3) the coordination of religious activities.

Counseling

Students may come to the Counseling Office at any time for confidential help with a wide variety of problems. These include choosing a major field, career problems, academic or study problems or counseling for personal problems. Individual testing for

ability, aptitude, personality, and interest is also available in a confidential setting. Approximately half of the 3,301 appointments held in 1977-78 were concerned with personal counseling and when necessary, these students were referred to the Medical University Out-Patient Clinic, the Mental Health Center, and psychologists in private practice.

New students are counseled on minimum degree requirements, major fields of study, and are helped to select appropriate courses and prepare a class schedule. Placement tests are given in foreign languages and mathematics. New students are also seen prior to registration for the second semester. The office of Counseling is quite active in vocational counseling. The office continues to administer a number of testing programs such as the College Level Examination Program Test, the Institutional Scholastic Aptitude Test, and other tests as an adjunct to the counseling function.

The Mentor Program involved 86 mentors and in excess of 1,500 advisees and included a Mentor Training Workshop held each semester for 12 weeks with about 12 faculty and staff participants in each workshop. A mentor advisory committee of 8 mentors was formed during the Spring Semester in order to advise the office about policies and developments of the Mentor Program. At the end of the current year the total of mentors had grown to 123.

The counseling component of the Upward Bound Program was coordinated by 2 counselors in the Counseling Center who participated in recruiting, interviewing and selected 50 participants as well as continued involvement in this federally funded program. The Counseling Office continued to coordinate tutoring service and some 79 students procured tutoring service through the office.

The College Skills Laboratory, a special part of the Counseling Office, is an academic support program involving staff professionals, faculty members and student assistants. As component parts of this operation, there is a Reading-study skills laboratory, English-writing laboratory and a Mathematics laboratory. The laboratory had a total of 3,236 student visits during the period from September, 1977 to May, 1978 with the Reading laboratory receiving 1,002 of these visits, the writing laboratory 929 and the Mathematics laboratory 1,301.

Career Development and Placement

This office was created in July 1976 to bring together the services in placement, cooperative education, experience learning, and career development.

During this second year of operation, the Career Development Office has strengthened its existing programs, provided services to an increased number of students, implemented new programs, and clarified its relations with other College departments and community organizations.

This has been accomplished through success in (1) increasing experience-learning opportunities (2) organizing careerfests, and (3) preparing a general information brochure. This year's experience has reaffirmed the comprehensive Career Development Program designed in 1976.

The placement section of this office wrote each senior in September inviting them to establish a credential file and 306 seniors completed that task during the year. Forty-eight campus interviews were held during the year representing a 50% increase over last year. The 352 students who were interviewed represented a 70% increase over last year. The office continues to provide job listing of all types of employment including part-time and summer as well as full-time positions. Two careerfests were held during the year; one in the Fall and one in the Spring which demonstrated assistance to our students from personnel actually working in a variety of occupations. The office continues to participate in the Work-Education Council of Charleston and also to publish its newsletter entitled "*Options*."

The Office of Career Development was established to address the student's need to prepare for the world of work, and the relevance of a liberal arts undergirding to that preparation. Objectives of the office are:

- to assist individuals in forming their career goals;
- to provide career counseling, experience learning opportunities, and job placement assistance;
- to join with community leaders in assisting students in their transition from education to work.

The major portion of this new program is experience learning, i.e. programs combining work and learning. In these supervised situations, the student applies theory learned in the classroom and explores possible careers. These programs are intended to strengthen the curriculum in ways consistent with the objectives of the College. Incorporated are Co-op Education, The Governor's Intern Program, The Washington Center for Learning Alternatives, Departmental Internships, and Applied Studies.

Career Development Programs have added already new and significant dimensions to the academic program and to the student counseling program.

Coordinator of Special Events

In January, 1978, the position of Coordinator of Special Events was created within the Office of Vice President for Student Affairs. The work of the position includes seeing that all arrangements are made for public events at the College and that hospitality is appropriately extended to special guests of the College. The job includes the keeping of a central calendar of all events at the College and the dissemination of this information. The printing of a weekly calendar of College events was planned and published in the local newspaper every Sunday during the regular year. This position is developing in the services and assistance to both the College and the community at large.

Bookstore and Campus Shop

The College of Charleston Bookstore, located on campus, exists primarily to provide textbooks to students at the College and maintain a constant source of recommended reference books; the Bookstore also sells office and student supplies. A textbook list is available in the Bookstore and gives a complete list of textbooks required or recommended by professors. Students and faculty are provided books and supplies at a discount. The Campus Shop, located in the Stern Student Center, stocks health and grooming aids, magazines, school-related items, greeting cards, and other items for the benefit of the students. Both the Bookstore and the Campus Shop are operated as Auxiliary Services and no state funds are used in their operations. The operations are self-sufficient and all profits that accrue are transmitted to the scholarship funds of the College for the benefit of the students.

Food Service

The College food service is located in a cafeteria in the Craig Union Building. The College takes pride in the quality and variety of food provided. Students have a choice of two meal plans or may elect to pay for their meals on a cash basis, with the further option of purchasing coupon books.

A Snack Bar in the Stern Student Center further complements the food service program and further serves the commuting students. A variety of vending machines are also located at convenient locations across campus.

Admissions

Applications for the Fall Semester of 1977 showed 2,444 total applications, and in the Fall of 1977, a total of 1,547 new students were enrolled compared with 1,499 new students in the Fall of 1976. Of the 2,444 students who applied for admission to the College, 1,998 were accepted, 353 were refused admission, and 93 withdrew their applications before an admissions decision was made.

The visitation of secondary schools in South Carolina continued to be extensive, and visitation of privately controlled schools was continued in good numbers.

The general characteristics ascribed to the 977 entering freshmen are as follows:

Average verbal and mathematical scores on the SAT were 469 and 485 respectively.

Eighty-three percent were from the upper half of their high school classes.

Sixty-one percent were in the top thirty percent of their classes.

Sixty-seven students were graduated first or second in their senior class in their secondary schools.

Seventy-five percent were from public secondary schools.

Fifty-six new freshmen had graduated from high school in three years.

394 were men (40%) and 583 were women (60%).

In viewing all of the 1,547 new students (first-time freshmen as well as transfer students and students applying to attend in Fall 1977 without degree candidate status) the following characteristics appear:

631 were men (41%) and 916 were women (59%).

50% were from Charleston County; 42% from the rest of South Carolina, and the remainder were from 24 other states (7%).

Approximately 4% were black. This is a qualified statement since many applicants do not provide us with race information.

STUDENT ACTIVITIES

Students are urged to become involved in the numerous student organizations at the College. Students have taken advantage of the opportunity to participate in a wide variety of activities in dramatics, music, debates, presentations and discussions.

The College had a total of 56 active groups on campus as well as the student Government Association (see below).

Members of the faculty, appointed by the College administration, act as advisors to various groups. The Director of Student Activities is responsible for coordinating the scheduling of the activities of the organizations, providing advice and guidance on budgetary and monetary matters, and assisting all advisors and all groups in interpreting nonacademic College policy.

Student Government Association

Each student who enrolls at the College automatically becomes a member of the Student Government Association. The organization is based on mutual cooperation between students, faculty and administration. The Student Government Association is made up of a legislative council in which elected class representatives participate, an executive board composed of student body officers, and a judicial branch. Only the representatives of these three branches are voting members of the SGA. The Student Government Association promotes activities on campus and cooperates in building a better College.

Other Campus Organizations

The following lists the active groups on campus during 1977-78:

Honorary Societies

Sigma Alpha Phi

Omicron Delta Kappa

Phi Kappa Phi

Kappa Alpha

Omega Psi Phi

Sigma Alpha Epsilon

Alpha Phi Alpha

Fraternities

Interfraternity Council

Alpha Tau Omega

Kappa Sigma

Pi Kappa Phi

Kappa Alpha Psi

Sigma Nu

Sororities

Panhellenic Council

Chi Omega

Delta Delta Delta

Phi Mu

Zeta Tau Alpha

Delta Sigma Theta

Alpha Kappa Alpha

Student Publications

Publications Board
The *Comet* (yearbook)
The *Meteor* (newspaper)
Xanadu (literary magazine)

Clubs and Organizations

Chresthomathic Literary
Society
Dramatic Club
Natural History Society
Afro-American Society
Young Democrats
C of C Republicans
Wind Symphony
Concert Band
Concert Choir
Pep Band
Religious Organizations
Council
Equestrian Club

Chess Club
Sport Ski Diving Club
Scuba Club
Philosophy Club
Political Science Club
Business & Economics Club
American Society of
Personnel Administration
Ski Club
Council for Exceptional
Children
Healthy R.E.S.P.E.C.T. Club
Geology Club
Pre-Medical Society
Pre-Legal Society
Biology Club
Psychology Club
Physics Club
English Club
Fine Arts Club
History Club
Urban Studies Club

ATHLETICS

The College of Charleston's Intercollegiate Athletic Department continues to grow with enthusiasm and success. Men have the opportunity to participate in basketball, soccer, tennis, sailing, golf and wrestling. The women participate in basketball, volleyball, tennis and swimming.

The sailing and golf programs received cooperation from the Charleston Municipal Marina and Shadowmoss Country Club, respectively. The on-campus tennis courts remain some of the finest in the area.

The gymnasium continues to be inadequate and outmoded for serving the needs of the students. The facility, built in 1938, is used for physical education, athletics, intramurals, club sports, and open recreation. Because of the rapid student growth since 1969, the physical properties of the total complex cannot meet the demand for its use and are very inadequate for the successful and rapidly growing programs.

All sports participate in full intercollegiate schedules. The schedules consisted of both NAIA and NCAA schools from around the country.

Limited grants-in-aid for athletes were provided by the College of Charleston Foundation. A Faculty Committee on Athletics dealt with academic policy matters related to the development of the program.

Intramurals

With the expansion of the student body, attempts have been made to broaden the intramural program. The objectives are these:

- to encourage enjoyable and wise use of leisure time, while developing a sound body.
- to develop carry-over recreational activities for pleasure after college years.
- to promote wholesome social relationships that result from team and individual competition.
- to instill a competitive, yet sportsmanlike, spirit in all students.

Activities are maintained through student interest and participation. Competition on the team sport level is accomplished primarily through the cooperation of members of campus Greek organizations, independents, and dormitory participants.

The intramural sports included basketball, softball, racquetball, track and field, handball, volleyball, table tennis, tennis, surfing, badminton, bowling, golf, swimming, paddleball, touch football and waterpolo.

PERSONNEL

As part of the office of the Vice President for Administration, the Personnel Division's responsibilities encompass the planning, administering and supervision of personnel programs including recruiting and record keeping for classified employees of the College. It performs all administrative employment functions for the faculty and special program personnel, formulates policies and procedures within the framework of the State Personnel Employment Directives, and insures compliance and conformity in all personnel matters. The Personnel Division maintains close liaison and coordinates all personnel matters with the State of South Carolina Personnel Division. The division coordinates the state-sponsored Blue Cross/Blue Shield Insurance Program for the College, as well as the Faculty and Administrative Staff Life Insurance Program.

Classified personnel employed as of June 30, 1978, total 348 as opposed to 336 on June 30, 1977, reflecting a net increase of 12 classified employees over the previous year.

COMMUNICATIONS AND SAFETY: CAMPUS SERVICES

The Department of Communications and Safety was established in January of 1977, to place under central management the functions of Security, Printing and Duplicating, Mail Services, and telephones. This division, operating within the Vice President for Administration, also has responsibility for Internal Auditing. An Internal Auditor was hired in April of 1978. Expenses within this division for fiscal year 1978 were \$772,500.00. There are fifty-two full-time employees currently working in this division.

Public Safety

The Public Safety Division currently has one Director, 22 Public Safety Officers, 13 Security Officers, 4 Dispatchers and one Clerk III assigned. The Public Safety Officers are required to attend the Criminal Justice Academy for 10 weeks of Basic Training. They are commissioned State Constables with the power of arrest, and they patrol The College of Charleston Campus twenty-four hours a day, seven days a week. The Security Officers provide security coverage to four dormitories and the College Gymnasium area. The four Dispatchers monitor five closed circuit television cameras strategically located throughout the campus.

The Public Safety Division is responsible for the issuance of identification cards for all students, faculty and staff. It also maintains a current locator file on all students and employees for emergency situations. Public Safety also maintains the College Lost and Found.

Public Safety is constantly trying to make students and employees aware of crime prevention. This on-going program is accomplished by writing articles in the newspaper and talking to students concerning dormitory and personal security. This approach has apparently worked since the overall trend towards crime on campus has decreased, even though the College is located in a densely populated metropolitan area.

Telephone Services

On April 23rd, 1978, the College converted its telephone system to the new state division of General Services sponsored Centrex system. This system was installed to both expand the capacity of

the College's telephone system, as well as to reduce the College's overall telephone costs. This system eliminates the requirement for the College to provide its own operator services, thus achieving for the College a direct cost savings in the amount of \$40,000.00 per year, formerly spent for operators' salaries. The new automated electronic switching system (ESS) Centrex system, now used by most state agencies in the city of Charleston, provides one central operator service instead of one operator service at each major agency. Through use of the state division of General Services sponsored DAIN system for long distance calls the College has been able to obtain its long distance telephone service at the most economical rates possible.

Printing and Duplicating

The College's print shop produced nearly all the College's printing needs during fiscal year 1978. The only work sent off campus for printing were the admissions bulletin, continuous computer forms, carbon snap-apart forms, forms requiring numbering, and the student yearbook. The College print shop employs four full-time persons.

During fiscal year 1978 an electrostatic printing system was established in the Duplicating Center to reduce Xerox and quick copy costs. This system, which costs approximately one-fourth that of "Xeroxing" has been well received by faculty and staff members. It is hoped that further economies of this nature can be achieved in the future.

Mail Services

The College mail service employs four full-time staff members and five student assistants. It provides delivery of student mail within the student post office as well as intra-campus mail service and pick up and delivery of U. S. mail to all College facilities including fifty-five offices. A courier service is operated between the main campus and the Grice Marine Lab at Fort Johnson. Fiscal year 1978 postage expenses amounted to approximately \$42,600.00.

COMPUTER SERVICES

Computer Services has continued to meet the increased demands for data processing. However, in the last year, despite turnover, there has been no expansion of the eleven-member staff. Student assistants supplement the staff by handling routine dealings primarily with students and faculty using the facility.

Two major administrative systems were designed and programmed during the fiscal year: A comprehensive Student Fee System where each student's individualized tuition and fee invoice is based on his or her preliminary registration schedules including all appropriate charges for housing, laboratory fees, music lessons, etc. The Student Housing system coordinates the residence hall assignment with the payment of required room deposits and full payments.

During the fiscal year, the mini-computer acquired in 1977 was installed and connected by cables to 15 time-sharing terminals located at various sites on the campus. These terminals and the entire mini-computer system are exclusively dedicated to academic or course-related work. Orientation seminars and mini-courses were conducted to introduce student and faculty to the mini-computer. Before the end of the fiscal year a number of faculty members had incorporated the use of the mini-computer into the required work of their courses. A number of students began using the system in independent study and research projects. Additional terminals, up to a total of 40, can and will be added to the network as the use of the mini-computer increases.

AFFIRMATIVE ACTION PROGRAM AND OFFICE OF HUMAN RELATIONS

In compliance with Executive Order 11246 and amendments thereto, the College established an Affirmative Action Program. The Director of the Office of Human Relations serves as Assistant to the President. The College's Affirmative Action Plan was approved by the South Carolina Human Affairs Commission in 1973. Reports are submitted to the Equal Employment Opportunity Commission as directed and employment summaries are submitted bi-annually to the South Carolina Human Affairs Commission.

With the passage of the Education Amendments of 1972 which prohibit sex discrimination in any education program or activity receiving Federal financial assistance and the Rehabilitation Act of 1973 which established a policy of non-discrimination for the handi-

capped, the Director of the Office of Human Relations was designated coordinator for activities under these laws.

The Office of Human Relations addresses itself to the educational and employment needs of individuals and groups affected by the above legislation. It assures complete access to the College for females, minorities, the handicapped, and Viet Nam era Veterans. It identifies problem areas and recommends remedial or supportive activities to the President of the College and other persons in authority in order to establish equal opportunity for all persons.

It acts as a resource office for the special concerns of women, minorities and the handicapped and supports programs of interest to this constituency in the College community and on the local, state and national level.

COLLEGE OF CHARLESTON FOUNDATION

The College of Charleston Foundation was organized on June 30th, 1970, as a non-profit corporation to operate on behalf of the College. The principal functions of the Foundation have been divided into four basic areas of service to the College: scholarship aid, student activities, faculty enrichment and community service.

The Foundation is administered by a Board of Directors who meet annually in November. The Executive Committee, Finance Committee and Real Estate Committee, which are composed of members from the Board of Directors, meet periodically to review the work of the Foundation and to make necessary proposals and decisions. The functions of the Foundation are managed by the Director of Development of the College of Charleston.

During Fiscal Year 1978, the Foundation administered and distributed \$150,991.00 in scholarship and award funds to students at the College. Student activities are enhanced by special and designated awards presented each year on Special Awards Day. The Foundation also administers the General Endowment and Scholarship Endowment Funds for the College and supports the College's intercollegiate athletic programs and faculty enrichment programs with funds.

The Foundation solicits funds from staff and faculty, alumni, business and industry, individuals and other foundations. Three major fund raising efforts are conducted annually: the Staff and Faculty Fund Drive, the Alumni Roll Call and the College Partnership Fund Drive, which is directed towards business and industry.

During Fiscal Year 1978, these fund drives netted \$96,777.33 in contributions.

The Director of Development oversees the daily operation of the Foundation and manages the College of Charleston Club, whose function is to operate the Blacklock House for its members, College staff and faculty. The Blacklock House makes an important contribution to community service, since it is open to its members and their guests and to the College staff and faculty and their guests for daily lunches and is available by reservation for meetings, dinner parties and receptions.

The Foundation also contributes both materially and aesthetically to community service by co-sponsoring, with the Medical University of South Carolina, the Community Series of concerts each year. This series is an important addition to the cultural calendar of Charleston.

The Director of Development for the College of Charleston Foundation is striving to increase the financial position of the Foundation by developing better fund drive leadership and coverage. The development of deferred giving programs and the cultivation of large gifts is also an ongoing effort.

PHYSICAL FACILITIES

The main campus now covers seven city blocks. Its 88 buildings include the following facilities: Harrison Randolph Hall (the central administration building); Burnett Rhett Maybank Hall (an office and classroom building); the Science Center; Physicians' Memorial Auditorium; the Robert Scott Small Library; the Edward Emerson Towell Learning Resources Center; the Theodore S. Stern Student Center; the Bishop Smith House (the president's residence); residence halls for men and women; a cafeteria; a student health center; a bookstore; residences converted into faculty and administrative offices; faculty and staff housing; a central energy facility; a physical plant warehouse and repair shops. The College also operates the George D. Grice Marine Biological Laboratory at nearby Fort Johnson. Planned construction includes a Fine Arts Center, an Education Center, another women's dormitory, a Physical Education and Athletic Facility, and an outdoor activities facility.

Recognizing the limitations of the physical facilities, a Master Physical Development Study was made and a Capital Improvement Plan published. The Plan provided for the expansion of the College at its present location; the existing buildings to be brought to their

maximum potential through rehabilitation and new buildings built for required academic and student facilities through a phased land acquisition program. The urban campus will encompass approximately nine city blocks. The new facilities were constructed to make maximum use of the available land while enhancing the character of the existing campus and creating a learning atmosphere to support the educational, architectural and aesthetic appointments historically associated with the campus. The new designs complement the historic buildings in surface materials, facade design and size. Success in this endeavor has been acknowledged by the National Trust for Historic Preservation in the form of a "special award" for the preservation, restoration and expansion of the inner-city campus by not just preserving old buildings but also the building of new structures "which are architecturally compatible with the old." The result "is an ambience that is at once traditional, modern and pleasing."

The College's efforts have been further recognized by the American Association of Nurserymen through their presentation to the College of Charleston the National Landscape Award in recognition of the College's achievement in landscape and beautification; by an award of merit from the American Association for State and Local History; by a special award for area preservation from the Preservation Society of Charleston; and by the South Carolina Chapter of the American Institute of Architects who conferred the Recognition Award on the College of Charleston for an outstanding contribution to the urban environment with the revitalization and expansion of the Charleston campus.

Construction Program 1977-1978

Renovation and Expansion of Craig Union—This project involved the addition of a 66-bed, three-story west wing along with the renovation and expansion of the first floor east wing food preparation and food service area of the College Cafeteria. The second floor was converted to a student lounge and study area with bedroom suites for 38 student residents. Completed in January 1978, Craig Residence Hall and Cafeteria provided residences for 200 students and cafeteria seating facilities for 235. When the building was constructed in 1965, it contained residences for 64 and cafeteria seating for 75. During construction the entire facility was connected to the College's underground utilities distribution system which will result in a significant cost saving and fuel conservation.

Fine Arts Center (First Increment)—This new four-story, 80,000 square foot facility will provide fine arts classrooms, sculptural and

painting studios, music practice rooms, choral, drama and dance studios, a music recital hall, a drama teaching theatre, fine arts lecture rooms and an exhibition hall. Completion is expected in January 1979.

Central Energy Facility (Second Increment)—This project involves the expansion of the College's underground utilities distribution system for electricity, chill water and steam, and the College's telephone and intra-college communication system. A new chiller and cooling towers are being added to support new facilities. This chiller will require 30% less fuel than the present chiller and will effect greater cost savings and fuel conservation. Completion is expected January 1979.

Campus Development (Phase III)—This project is the continuation of efforts to provide a safe and attractive campus area for the College community. It has been accomplished in conjunction with the extension of underground fire, security, and utilities systems to College facilities south of the city street which bisects the campus. This work has allowed the placement of additional lighting along the main pedestrian areas heavily traveled by students as they pass to and from parking areas and residence halls to the dining hall, the library, the student center and the academic buildings. It has also involved alterations to assure the handicapped of accessibility to and mobility around this part of the campus.

ALUMNI AND COLLEGE RELATIONS

The objectives of the Department of Alumni and College Relations are to encourage maximum awareness of, and response to, the programs of the College of Charleston.

The department's major function is the collection and dissemination of information. The members of the College community—including alumni, faculty, staff, and students—are the focal points of these activities.

A concerted effort is made to foster effective communications between the College community and local, state and national news media.

A program of hometown news releases and photographs delivers pertinent information about College of Charleston students and activities to every county in the state, and to other communities throughout the country.

Another service for media use, Newsangles, was continued this year. It is a news release in postcard format, containing student,

faculty and staff accomplishments, as well as Alumni Association news. The cards are sent to local and state media throughout the year.

The *College of Charleston Newsletter* (a magazine) is published three times during the year and carries information about the College to more than 5,500 persons on the Alumni Association mailing list—including administrators, alumni, faculty, friends, and students.

The College's internal publication, *Newsnotes*, is issued monthly throughout the year, and contains news of significance to the faculty and staff.

Copies of a general purpose brochure, entitled, *Invitation to Excellence*, are distributed by this department.

The department maintains up-to-date files on alumni, faculty, staff, and students; and all members of the College community are offered assistance with design, editorial, photographic needs and press relations. A newspaper clipping distribution system keeps key College officials informed of statewide coverage of College news.

A Speakers Bureau brochure, featuring members of the faculty and staff, is published and distributed in the Charleston area. Programs are arranged for clubs, schools, and organizations.

Fall and Spring Preview brochures, listing events at the College, are published, and more than 5,000 copies are distributed.

Alumni also are encouraged to return to the campus for Founders Day and for an annual meeting and reception in May. Special emphasis is placed on programs for class reunions. Plans are being formulated for an Alumni College Week-end program for the summer of 1979.

Area alumni meetings are held in various cities throughout the country.

BUSINESS AFFAIRS

Accounting

The College's Accounting Department refined existing procedures and programs of its fiscal policies during the 1977-78 fiscal year. Though substantial increases in transactions were noted, the department provided improved services without any increase in staff or budget. Micro-filming systems were added to improve record retention at the College and thus further ensure the integrity of its accounting system. Internal control procedures were deemed satisfactory.

Purchasing

Centralized purchasing and its related functions are conducted under an Assistant Vice President for Purchasing. An eighteen percent increase in the number of purchase orders this year to 6,500 is a measure of the overall effort to make our Purchase Order System more comprehensive.

Our Central Stores Branch provides immediate availability and consolidated buying advantages for 316 high use general purpose items. Issues have increased in 1978 from \$60,000 to \$86,000.

Approximately 90% of all purchase action receipts are documented through the Central Receiving Unit. This action has strengthened control over material acquisitions and practically eliminated the possibility of duplicate payments to vendors.

Acquisition, redistribution and inventory of our 14,500 items of portable plant property are facilitated by use of our computerized Plan Property Inventory System.

Physical Plant

Maintenance expenditures decreased from \$1,767,344 in 1977 to \$1,646,595 in 1978. Major efforts during the year were directed to the areas of Energy Management and Conservation, and to improving the overall condition of buildings and equipment on the Campus which have deteriorated over the years. Also, special emphases were given to enhancing facilities for the handicapped.

During the year, Physical Plant personnel increased from 122 to 123. The Central Energy Facility generates steam and chill water for heating and air conditioning for all major buildings on Campus. This facility has functioned without an outage or interruption in service of a non-scheduled nature.

Cafeteria

The Cafeteria kitchen provides daily meals in the cafeteria and prepares and serves on a catering basis for special functions on and off campus. It also provides regularly scheduled meals for the College of Charleston Club and the Early Childhood Development Center.

Snack Bar

The Snack Bar provides the students, faculty and staff with a convenient fast-food operation and general meeting place. To provide more efficient service, its seating capacity will be increased by sixty during August 1978. In the last year, Snack Bar sales increased from \$143,878 to \$169,060.

Residence Halls

This year the College housed 1,258 men and women, including 11 foreign students from various parts of the world. The College plans in the near future to provide an additional residence hall on the corner of Wentworth and Coming Streets. This facility will house 333 students. The Craig Union expansion was completed during the Spring semester 1978. This expansion provided an additional 106 beds.

Motor Pool

The Motor Pool, under the supervision of the Physical Plant Director, consists of five station wagons, three sedans, one 41-passenger bus and four mini-buses, ten maintenance vehicles and six other special use vehicles (one sedan and two three-wheel scooters are used by Public Safety, one van for on-campus mail delivery, one step van by Central Receiving and one three-wheel scooter by Groundskeeping Department).

Auxiliary Enterprises

These functions encompass the responsibilities for the management and operation of the Bookstore and Campus Shop, Snack Bar, Cafeteria, vending machines, and business affairs for all residence halls.

Bookstore and Campus Shop

Sales of textbooks have increased 3.8% during the past year (FY 77 \$482,887 to FY 78 \$501,050). Combined sales in the Bookstore and Campus Shop of merchandise other than textbooks has increased 16% (FY 77 \$134,407 to FY 78 \$155,835). Over-all sales have increased 6.1% (FY 77 \$598,721 to FY 78 \$635,458).

FINANCIAL REPORT

FISCAL YEAR ENDED JUNE 30, 1978

Operating Funds:

Educational and General Revenue

Student Fees	\$ 2,067,208
State Appropriation	8,744,817
Other Revenue	\$ 131,091
Less Balance Forward	151,967

(\$20,876)

Total Educational and General Revenue	\$10,791,149
Auxiliary Services (net expended)	2,293,098
Student Financial Assistance (net expended)	165,940
Student Activities (net expended)	169,716
Other Sponsored Programs (net expended)	751,610
Prior Year Fund Balance	75,906

Total Operating Funds \$14,247,419

Educational and General Expenditures

Instruction	\$ 4,881,450
Research	23,792
Academic Support	103,925
Library	529,988
Student Services	559,450
Institutional Support	2,436,925
Operation and Maintenance Physical Plant	2,331,525

Total Educational and General Expenditures	\$ 10,867,055
Auxiliary Services	2,293,098
Student Financial Assistance	165,940
Student Activities	169,716
Other Sponsored Programs	751,610

Total Operating Expenditures \$14,247,419

Capital Improvement Funds

Revenues	\$ 4,389,811
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Expenditures

Fine Arts Center	\$ 2,017,530
Educational Center	55,512
Central Energy Phase II	839,179
Outdoor Activities	201,007
Renovation of Craig Union	659,975
New Women's Dormitory	25,098
Campus Development Phase III	386,140
Educational Equipment	205,370

Total Expenditures \$ 4,389,811

STATISTICS

	Fall 1976	Fall 1977	Increase (Decrease)
Total Enrollment			
Head Count	5,036	5,193	157
Full Time Equivalent (based on 15 credit hours for undergraduate and 11 credit hours for graduate students)	4,120	4,269	149
Percent Increase/(Decrease) in Head Count			3.1%
Percent Increase/(Decrease) in FTE			3.4%

Enrollment by Type of Student

Degree Candidates	3,679	3,905	226
Nursing	177	213	36
Allied Health	4	0	(4)
Evening	486	631	145
Community Service	491	265	(226)
Graduate	199	179	(20)

Enrollment by Class

Freshmen	1,176	1,499	323
Sophomores	1,257	1,123	(134)
Juniors	643	683	40
Seniors	524	600	76
Graduate	199	179	(20)
Others	1,237	1,109	158

Enrollment by Sex

Male: Part Time	592	517	(75)
Full Time	1,542	1,612	70
Total	2,134	2,129	(5)
Female: Part Time	913	955	42
Full Time	1,989	2,109	120
Total	2,902	3,064	162
Female as a Percent of Total Head Count ..	58%	59%	
Male as a Percent of Total Head Count ..	42%	41%	

Student Characteristics

Full Time: White	3,296	3,531	235
Black	235	190	(45)
Part Time: White	1,406	1,369	(37)
Black	99	103	4
State Residents	4,885	5,000	115
Out-of-State or Nonresidents	151	193	42
State Residents as a Percent of Head Count ..	97%	96%	

<i>Faculty Characteristics</i>	<i>Fall 1976</i>	<i>Fall 1977</i>	<i>Increase (Decrease)</i>
Professors	19	22	3
Associate Professors	40	54	14
Assistant Professors	109	96	(13)
Other	24	19	(5)
Percent with terminal degrees	73%	81%	
Course Offerings	834	894	
Credit Hours Generated	61,462	63,753	2,291
Average Weekly Scheduled Teaching Hours .	12.4	13.0	0.6
Average Class Size	25.6	26.2	0.6

FTE Students to FTE Faculty Ratio

FTE Student	4,120	4,269	149
FTE Faculty	213.0	216.2	3.2
Ratio	19.3:1	19.7:1	

Average Salaries of Instructional Faculty

Professor	\$18,695	\$19,832	\$ 1,137
Associate Professor	\$16,281	\$17,154	\$ 873
Assistant Professor	\$14,131	\$15,134	\$ 1,003